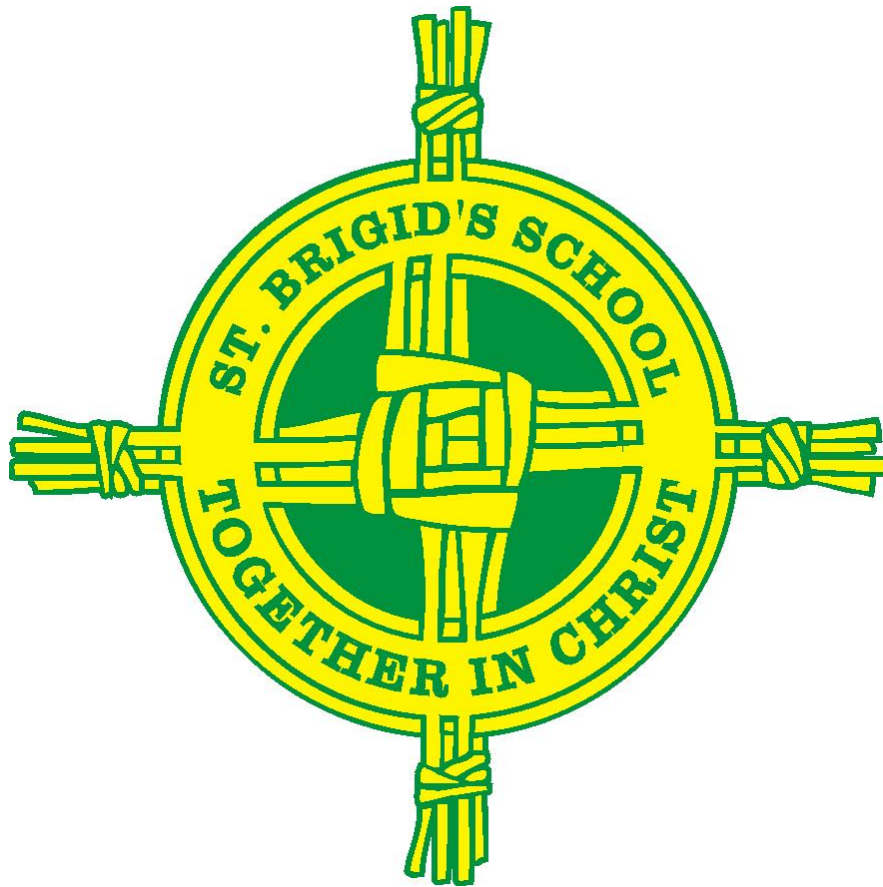


Saint Brigid's School Collie



2016

Annual Report

SERVICE

RESPECT

KINDNESS

LEARNING

Part 1: Publication of information Relating to Schools

1. CONTEXTUAL INFORMATION:

School History: St Brigid's Primary School was opened in 1902 by the Presentation Sisters at the request of Bishop Gibney and the fledgling Catholic Community. From 1902 to 1955 St Brigid's catered for both boys and girls from Year 1 to Year 12. Prior to the establishment of a senior school in Collie, the sisters taught students in Years 11 and 12. In addition to the day school, a night school was established for adults of any age who wished to be trained for various trades and professions. In 1955 (after the completion of St Edmund's College), boys completed their early schooling at St Brigid's (Year 1- Year 3) and were enrolled at St Edmund's College from Year 4 onwards, while the girls remained at St Brigid's School. In 1994, St Brigid's School amalgamated with St Edmunds College to form Collie Catholic College on two campuses- St. Brigid's Campus (catering for primary girls and boys) and St Edmund's Campus (catering for high school girls and boys). At the end of the 2000 school year, due to declining enrolments, the school became primary only. In January, 2003 the school was officially renamed St Brigid's School and was relocated to its current site in October of the same year.

Current Context: The town of Collie has a long history of coal mining and power generation. In recent years due to many factors, the once consistent and steady flow of jobs and employment stability has diminished significantly. In 2011, Collie became one of the State Government's 9 Super Towns. Funded under the "Royalties For Regions Program", the program aimed to attract and stimulate growth, maximize opportunities and prepare for the future. Despite this initiative, there has declining enrolments in Collie schools for the past 2-3 years (including St Brigid's School) and a greater percentage of our parents are having difficulty finding work or are working in temporary/short term positions.

STUDENT BODY: In 2016, our school had 155 students enrolled from PP-6. This cohort was comprised of 82 girls and 73 boys. Our student cohort incorporates 1% who identify as indigenous and 7% who have a first language background at home other than English.

2. Teacher Qualifications: (some with multiple qualifications)

Number of Teachers	Qualification
7	Bachelor of Education (Primary)
2	Bachelor of Education
1	Master of Education
3	Bachelor of Arts (Education)
1	Bachelor of Arts (Children's Services)
2	Diploma of Education
1	Graduate Certificate in RE
2	Graduate Certificate in Early Childhood Education
1	Bachelor of Education (Early Childhood Education)

1	Bachelor of Arts (Craft)
1	Certificate of Instructional Leadership

3. Workforce Composition: St Brigid's employs: 15 teachers (part time and full time), 13 female and 2 male. St Brigid's employs 14 non-teaching staff (full time and part time), 14 are female and 1 is male.

4. Student Attendance at School:

Overall attendance for the school year for students PP-6 was 92.5%. Parents are contacted each day for all unexplained absences. Written communication from parents is required and collected explaining student absences.

Student Cohort	Student Attendance
Kindergarten	94%
Pre-Primary	91%
Year 1	93%
Year 2	93%
Year 3	92%
Year 4	90%
Year 5	93%
Year 6	92%

5. NAPLAN Annual Assessments

Yr 3 NAPLAN Over Time					
	2012	2013	2014	2015	2016
Reading	405	397	375	337	381
Writing	384	373	382	391	406
Spelling	383	387	362	327	397
Gram Pun	397	389	367	324	402
Numeracy	373	366	359	372	361

Yr 5 NAPLAN Over Time					
	2012	2013	2014	2015	2016
	St B	St B	St B	St B	St B
Reading	478	505	489	478	483
Writing	462	512	466	443	470
Spelling	477	483	469	486	457
Gram Pun	464	516	480	493	486
Numeracy	479	485	482	485	476

6. **Parent, Student and Teacher Satisfaction:** Our school community (parents, staff and students) completed the SRC survey providing our school feedback on our strengths and opportunities. A summary is provided below:

Cohort	Identified Strengths	Identified Opportunities
Students	Behaviour of staff Christian Service school program Teacher empathy Purposeful teaching Student motivation	Student Safety Classroom Behaviour Connectedness to Peers Learning Confidence
Parents	Christian Service Social Skills for students Homework School Reporting Learning Focus	Student Safety Behaviour Management Connectedness to peers Parents as partners School Improvement
Staff	Conduct of staff Opportunity for Training Role Clarity Appraisal and recognition	Staff Wellbeing Classroom practice Student behaviour and management Parents as Partners

7. **School Income:** Financial Information for the past year is on the My School website www.myschool.edu.au
8. **Senior Secondary Outcomes: (N/A)**
9. **Post School Destinations:** Approximately 50% of our graduating students enrolled at Bunbury Catholic College and 50% enrolled at Collie Senior High School.
10. **Annual School Improvement:**

Some of the key achievements and indicators of success of the 2016 Annual School Improvement Plan are outlined in our summarized Annual School Improvement Plan below:

System Strategic Outcomes	Strategic Plan Link	SMART Goals	Actions/ Strategies	Responsibility & Timeline	What has been achieved?
<p>Learning</p> <p>Enhance student achievement and wellbeing</p> <p>Increase student and staff engagement in their own learning and faith formation</p>	<p>Improve literacy levels for students, with a particular emphasis on the early years.</p> <p>Teachers moderate assessment results to improve grade consistency.</p> <p>Use data to help guide the learning in classrooms.</p>	<p>All classes are following DLT guidelines.</p> <p>Comprehension activities are being carried out at home in various year levels..</p> <p>Reading levels entered each term show students progressing.</p> <p>Data walls show student progress in reading levels.</p>	<p>Set of criteria to follow for daily Dedicated Literacy Time.</p> <p>Take home comprehension activities from K-1</p> <p>Create benchmarks to improve consistency in grading.</p> <p>Use data to help guide the learning in classrooms.</p>	<p>Marcie Collins has developed in consultation with staff. LDT will be 9-11 for junior years and 11.20-12.45 Yes 4-6.</p> <p>Allison Vlasich and Leah Vallesi purchasing the resources to begin in T1 2016.</p> <p>The Leadership team to include data evaluation in PLCs , particularly in Terms 1 and 4.</p>	<p>Our classes are now all incorporating the LDT with ongoing support and development.</p> <p>Take home comprehension activities 3 Year Olds to Year 1.</p> <p>The data wall becomes a place where teachers share ideas on how they are helping their own students to progress.</p>

Engagement	Strategic Plan Link	SMART Goals	Actions/ Strategies	Responsibility & Timeline	What has been achieved?
<p>Enhance parental engagement in their child's learning and faith formation</p> <p>Develop our people to be leaders in Catholic Education's mission</p>	To improve communication across the parent and school community		Use the school's website and other avenues of communication and marketing to spread a consistent message of the school's achievements and thereby maximise enrolments.		<p>Commenced Facebook in 2016. Have 369 Followers</p> <p>50% of parents opening newsletters</p> <p>Connected App- implemented and used by the majority of parentst</p>
Accoun- tability	Strategic Plan Link	SMART Goals	Actions/ Strategies	Responsibility & Timeline	What has been achieved?
Ensure inclusivity, good governance and the resource allocation required to meet our mission.	Ensuring a balanced Budget.	<p>Establish and maintain responsible budget management with a priority on the strategic goals.</p> <p>Undertake a strategic approach to marketing the school in order to increase enrolment</p>	<p>Work collaboratively with the Board.</p> <p>Itemise budget allocation and share with staff.</p> <p>School to present a consistent message.</p> <p>Newsletters, Facebook</p> <p>Parish News, Local papers.</p>	<p>Paul to work with the Board.</p> <p>Paul to work with members of the leadership team and Sonya to advertise in the media.</p>	<p>The school is financially stable</p> <p>Board meets monthly</p> <p>Level of staff and student retention</p> <p>Enrolments increase</p> <p>Level of parent, student and staff satisfaction.</p> <p>Regular Strategic Plan updates.</p>

SERVICE

RESPECT

KINDNESS

LEARNING

	Strategic Plan Link	SMART Goals	Actions/ Strategies	Responsibility & Timeline	What has been achieved?
<p>Disciple-ship</p> <p>Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</p>	<p>Parish/School relationships</p>	<p>Build Parish relations</p> <p>To inspire students to know, understand and live out the gospel values of Catholic Christianity as an expression of faith in our modern world.</p> <p>To ensure that we stand with the marginalised both within and beyond our community by providing more community outreach opportunities</p>	<p>Work with Parish priest to build relationships.</p> <p>Continue with Social Justice message. Hold one or two events to highlight the benefits of a just world.</p> <p>Increase student understanding of the relevance of faith to life and society.</p>	<p>Paul to meet regularly with Fr Jaybee. Staff to continue being involved in Parish rosters.</p>	<p>Regular meetings enable key stakeholders to be aware of what is happening in the school and parish.</p> <p>Students display an understanding of Social Justice at assemblies and when fundraising for the cause.</p>

SERVICE

RESPECT

KINDNESS

LEARNING